

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Updating the Certified Personnel Evaluation (CPE) Process

Applicable Statute or Regulation:

KRS 156.557, 704 KAR 3:345 (copies attached)

History/Background:

Existing Policy. KRS 156.557 and 704 KAR 3:345 provide the legal basis that requires each school district to have a local certified personnel evaluation system. That system shall include the formation of an evaluation committee consisting of equal numbers of teachers and administrators to develop evaluation procedures and forms for certified positions below the level of the district superintendent. In addition, each school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education (KDE). This plan shall include specific performance criteria, outlined in 704 KAR 3:345 on which teachers and administrators shall be evaluated. While all 176 Kentucky school districts have approved plans, the implementation of those plans is not regularly monitored by KDE because of limited staff; however, implementation of all plans in schools and districts that receive Scholastic Audits and Reviews is closely examined.

Initial CPE training is currently provided to all administrators who become personnel evaluators. KDE and the Kentucky Association of School Administrators (KASA) have collaborated since June 2002 through a Memorandum of Understanding (MOU) to create and provide initial CPE training for all principals, district leadership and superintendents. Collaboration with KASA initially occurred as a result of KDE's diminished capacity to train administrators on a statewide basis because of limited staffing.

New update training has recently been piloted by KASA, with collaboration from KDE. The new workshop is titled ***Linking Teacher Evaluation to Student Learning***. Research based "best-practices" are emphasized as leaders learn how to go beyond mere compliance with the law to strengthening the link between personnel evaluation and student learning. Essential questions, such as "What do you expect to see in every classroom, every day?" and "How can I expand my role as an administrator from compliance to actively impacting teaching and learning?" are answered and coupled with practical strategies.

Local school boards are not currently required by statute or regulation to evaluate classified personnel on a regular basis; however, local school boards are required to develop policies and procedures in the areas of terms and conditions of employment, employee rights, reduction in force, discipline guidelines, and due process; therefore, it is best practice for districts to develop, through local school board policy, evaluation plans and procedures for all classified personnel.

Policy Issue(s):

Two essential questions must be explored in order to more closely understand CPE's impact on student achievement and continuous staff improvement:

- 1) Does our current CPE model improve student achievement through quality assurance and continuous growth?
- 2) If not, then what kind of a model would support this goal?

Two basic strategies are being considered:

- 1) Development of a research model involving both high and low performing Kentucky districts in order to determine what, if any, effect their CPE plans have on improving student achievement and promoting continuous improvement, and
- 2) Strengthening the current CPE model to support a culture that values and supports continuous growth and improvement for beginning teachers, experienced teachers, and administrators.

Staff desires input from the Board on a future direction for this program.

Impact on Getting to Proficiency:

Strengthening the certified personnel evaluation process will have a direct impact on improving teaching and learning. The Division of Leadership and Instructional Support is considering various strategies to assist districts in getting to proficiency thorough certified personnel evaluation. This process is how professionals hold each other accountable to meeting set standards. Where this is done effectively, students reap the rewards of effective teaching and leadership.

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Commissioner of Education**Date:**

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